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THE
SCHOOL AND
COMMUNITY

SUCCESSOR TO THE BULLETIN

PUBLISHED MONTHLY BY THE MISSOURI STATE TEACHERS ASSOCIATION

Columbia, Mo.

A Vagabond Song

There is something in the autumn that is
native to my blood--
Touch of manner, hint of mood;
And my heart is like a rhyme,
With the yellow and the purple and the crim-
son keeping time.

The scarlet of the maples can shake me like
a cry
Of bugles going by.
And my lonely spirit thrills
To see the frosty asters like smoke upon
the hills.

There is something in October sets the gyp-
sy blood astir:
We must rise and follow her,
When from every hill of flame
She calls and calls each vagabond by name.
—Miss Carman (From "The Little Book of Modern Verse")

VOL. VII

OCTOBER, 1921

NO. 8

THE SCHOOL AND COMMUNITY

Official Organ of Missouri State Teachers' Association

Successor to

THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

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NO. 8

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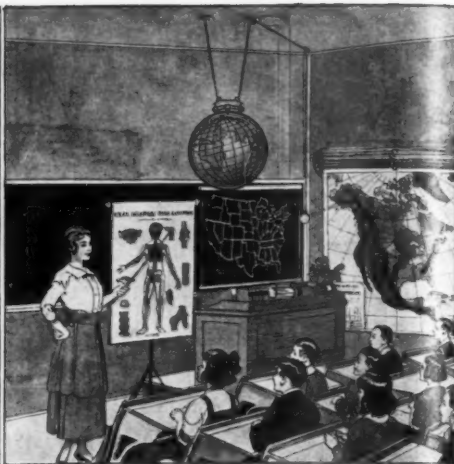
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EDITORIAL

THE BIG ST. LOUIS MEETING

MISSOURI STATE TEACHERS'
ASSOCIATION
NOV. 2-5
1921

House of Delegates meets on afternoon of Nov. 2nd
Educational Council meets on evening of same day
Regular Program begins on morning of November 3rd

Five Other Big Meetings:

Kirkville, October 20-22
Warrensburg, October 13-15
Cape Girardeau, Oct. 13-15
Springfield, October 27-29
Maryville, October 13-15

Each has a live helpful Program

Detailed Announcements will be found
elsewhere in this issue

The Program of the State Association will be enlivened by the singing of Albert Edmund Brown who is shown here in one of his characteristic poses as he leads the singing of the large audiences which he sways by and to song.

Mr. Brown is a singer and a leader of singing. His work at Atlantic City last February was the most talked feature of



the Convention. His songs elicited the warmest applause and his leading was of the kind that compelled response. Missouri teachers are fortunate to have the oppor-

tunity to hear this man, considering the great demand there is for him. His reputation and the character of his work is indicated by the character of his engagements among which have been, The Republican National Convention at Chicago, National Education Association and various State Associations. He has sung for the Handel and Haydn Society of Boston, for the Boston Symphony Orchestra and at numerous musical festivals throughout the country. He has a rich voice, wonderfully dramatic power, and has been very aptly termed an American Wullner.

The program generally will be up to a very high standard. The assurance of such men as Herbert Quick, known to rural teachers as the author of the Brown Mouse and the Fairview Idea, a man who speaks as well as he writes; Lotus Delta Coffman who has appeared before Missouri Teachers enough to give him an expectant and eager audience; and President M. L. Burton with his sparkling wit, charming manner and flow of logic bespeaks a program that will set the usual advance of each over the preceding one.

KIRKSVILLE Teachers College District led all others last year in the percentage of enrollment in the State, District and Community Teachers Associations. If appearances from the office are not deceiving, it will be the first this year to reach the 100 per cent goal. The president of the Northeast Association writes that "he is shelling the woods." They are joining by counties in that district, but there are a few missing in some of the counties. It will probably take as much work to get the last ten per cent as it took to get the first ninety per cent, but it will be easier once they have done their duty and established the habit. Kirksville believes that as a Teachers Colleges she benefits when she benefits the teachers and that

a part of her duty as a college is to develop a professional spirit.

An increase of twenty per cent in their yield of corn, of 65 per cent in their sale of hogs, 25 per cent in their number cattle, 70 per cent more sheep and a greatly increased number of pure bred stock of all kinds are the results of the Two Year Winter Course in agriculture on the young farmers who take it, according to a survey made by the Missouri College of Agriculture. Statistics compiled by the

Does College on the results of general education show that in a study of 554 representative farmers of Missouri the educated farmers has an income 71.4 per cent greater than that of the untrained farmer. A similar study made by the Kansas Agricultural College shows that the trained farmer has nearly \$1,000 more in annual income than does his untrained neighbor. The United States Department of Agriculture after studying three representative areas in Indiana, Illinois and Iowa found that the educated tenant farmer received as a labor income \$979 more each year than those farmers with only a common school education. Cornell reports that the results of its studies show that the farmer with anything more than a high school education has the advantage of \$529 a year over the ones with only a common school education. Nebraska Agricultural Experiment Station claims that the farmers who attended college increased their annual labor income to 51.8 per cent above that of the farmer with only a common school education. The Bulletin announcing the course for 1921-22 in which these figures appear, also points out the fact that most of the nation's leadership is from the one per cent of the population that has a college education, and the further fact that each of the Short Course Students has become a leader in his community. Thus it is seen that while edu-

education pays the individual it also pays the community. The differences in communities can nearly always be traced to differences in leadership. Does education pay in the coin of the realm? There is no longer any question about it.

Why should I ask all my teacher friends to join the Community, District and State Teachers Association?

First, because whether new or old teachers they have been the recipients of the benefits of the work of the Association. Their education has been made possible by the work of the Association. The Association has stood for better qualified teachers, for the establishment and standardization of high schools, for the maintenance of teacher-training courses in

Why Join the Association? the high school, for the founding of normal schools and teacher-training colleges, for the consolidation of schools so that high schools could be established, for county supervision, for free text-books, and for every movement that has improved the schools and made preparation of teachers possible. Any teacher can see that she owes much to the work of the Association and to ask her to join is simply asking her to be honest in acknowledging this debt.

Second, each teacher shares in the honors of the profession and should, therefore share in its responsibilities.

Third, each teacher needs the enthusiasm and stimulating influence that is born of concerted action in a noble cause.

Fourth, each teacher should see the pressing need of further action to improve school conditions and be willing to contribute her share toward making that action effective.

Fifth, because a united action on the part of the teachers of the State is needed to stimulate public interest and co-operation in education.

Sixth, because of the small expense and

large professional advantage of membership in the three associations, Community, District and State, which includes subscription to the *SCHOOL AND COMMUNITY*, monographs and bulletins published by the Association.

Seventh, because her membership will assist in all the activities of the Association which includes six or seven programs, district and state, of inspiring and helpful numbers by the leading educators of the state and nation at a cost of \$8,000 or \$10,000; the maintenance of a reading circle department that furnishes library books to the schools in the most economical way, and professional books to teachers on the same basis; the support of committees on salaries and term of office, legislation, professional ethics, revenue, athletics, school buildings, citizenship and pensions, which include nearly 100 of the leading men and women of the state who work in an organized way for the betterment of all the schools and all the teaching conditions.

Eighth, because all of this work is done through a democratic representative organization in which the humblest teacher has a voice and a vote and in which service and ability are the only qualifications for advancement.

Mrs. Marie Turner Harvey was one of the Specialists that President Harold W. Foght had in his Summer School at Aberdeen, S. D. Mrs. Harvey and her school seem to continue as the center of attraction for those who are really interested in rural problems. Among the many community enterprises developed in her community by

Music at the Porter School Mrs. Harvey none is more notable than the Porter Community Band. This band of twenty-five boys and girls has attracted attention to the school as nothing else has; and in its development Mrs. Harvey has no doubt had in mind the popularizing effect that it

would have on the community and the school. It is more than likely one of the chief causes of the solidifying of the neighborhood and making of it a real community. With much opposition to "this new fangled school" in the beginning this patient teacher who had faith in her ideas has seen opposition die and a spirit of neighborliness take its place until Porter is now a real community. Music is the universal language. Its harmony of sound brings harmony of spirit. It speaks eloquently of union, friendship, patriotism and love. It carries no gossip, excites no animosity, engenders no strife. It reaches all; it teaches all. It is the best kind of advertiser for it attracts attention and leaves a pleasant memory. It is the school's best salesman. The school without music is like a business house without advertisement or salesman.

Those who wish to reduce the mental-pabulum of children to the dead level of the real, the actual, the facts, exhibit an abnormality that indicates a lack of both memory and observation. They fail to discriminate between facts and truth.

Fairy Stories They are of the kind that would quibble over the story of Jonah and the whale as to whether or not it were an actual occurrence and forget the great truth that it was designed to teach; they fail to see the point in the story of the Good Shepherd who left the ninety and nine and went into the wilds of the mountains to search for the one sheep that was lost, by insisting that 99 and 1 represent real figures. Fairy stories are valuable when they represent truth and are pernicious when they do not. Absurdities in stories as in mathematics have little value except as an exercise in discovering the absurdity. Mathematical lines and surfaces are figments of the imagination as much as are Cinderella and Goldilocks but they are a necessary part to mathematical conceptions. Fairy stories have their places

but that place is not large enough to take up the room that should be given to stories of fact.

SUMMER TERM TEACHERS IN ST. LOUIS SCHOOLS

Specialization in teaching like specialization in the medical profession bids fair to be a notable feature in the future of the teaching profession. Even where there is not the name of specialist the choice of human material for specific jobs promises to receive more attention than in the past when the outstanding qualifications for a job was the ability "to land it." In this connection the following extracts from an analysis of the requirement for summer school teachers, drawn up by those experienced in summer school work, is of interest: "The fundamental quality necessary to meet the pedagogical requirements and stand the physical strain of summer school work is *independence* both in instruction and management. A young teacher with children of one training, and with teacher and principal one in customs and ideas, can do good work. But in summer school with a principal not responsible for her training and hesitant to interfere with an other principal's work, with co-workers of different ways of thinking and training and with pupils from several schools, she necessarily finds herself confused and often lost. Experience has shown that the summer school teaching is a special work. The public is a loser when a teacher of experience is exchanged for a novice. The testimony of summer school teachers is that three years time is necessary for a mature teacher to arrive at her full efficiency in the summer school. The forfeiture of more than one-half of the vacation, given for recuperation, is dangerous to the efficiency of the young teacher for the coming year. In a number of cases young teachers have broken under the summer school strain."

* * *

"EVERY TEACHER A MEMBER."

This is not a mere slogan, a war car for the calling together of the teaching forces of the State. It is a goal, and a goal altogether possible of attainment. The Missouri State Teachers Association is no longer simply a meeting where

A Goal, Not a Slogan good speeches are made, instructive papers read and more or less interesting discussions indulged in; not more so than is the state a legislature or the nation a congress. These are but incidents. The M. S. T. A. is an organization composed of the teachers of the state who believe that they are mutually dependent on each other for the highest success of each; that good can come to each only as good comes to all; that the highest form of citizenship, co-operative, patriotic, broad-selved citizenship cannot be engendered by teachers who are selfish, self-sufficient and self-centered, non-co-operative and narrow. Men and women who have dedicated their lives or a part of their lives to the work of teaching are not believed to be of the latter type, hence the belief that "Every Teacher a Member" is not an impossible goal.

If even half of the teachers are awake, and we have good reason to believe that more than this proportion are awake, we can reach the goal. A wide awake teacher can influence another who for some reason has not joined to become a member. Three-fourths of the teachers or more belong now. Those who have not joined number only one to three. Three teachers armed with a righteous cause can overcome one without a cause. Those who have not joined are for the most part new teachers who have not had their attention directed to the importance of each doing his part in the great work that the Association has to do.

If you have an acquaintance whom you do not know is a member send her a letter telling why you think each teacher ought to assume the duties of the organization and claim the privileges and benefits that go with it.

I ASKED a leading physician, "What would you consider the greatest professional disgrace that could befall you?" He, without hesitation, replied, "To be expelled from the Medical Association." Further questioning developed the following facts: that expulsion would not interfere with his legal status, he could still practice; that membership in the association prevented his advertising or indulging in "sharp practice" that would tend

Professional Ethics

to give him an advantage over his competitors. Why then did this physician who is typical of all the reputable ones of the country regard his membership in the Medical Association so highly? Because the physician's code of ethics is a part of his training. He regards the esteem of his fellow physicians more than he would prize the temporary advantage that he might gain by the practice of some unethical trick. To be a reputable physician means more to him than to be a rich doctor. His profession is more than money. It is his thought, his work, his life. Do the teachers have this attitude? Do they regard membership in the Association so highly? Does the Teachers Association enforce its code of ethics so rigidly? Should violation of the ethical code of the profession be punished by expulsion from the Association? Are there teachers who have no regard for the ethics of the profession? Is Superintendent Engleman's article, in this issue too severe? What should be the next step in the Association's development of a code of ethics?

Professional Ethics

By FINIS E. ENGLEMAN

Theodore Roosevelt once said, "If you teachers do not do your work well, this Republic will not outlast the span of a generation. It is not too much to say that the characteristic work of the Republic is that done by the teachers." Friends, if this statement is true should we not scrutinize this most important profession? Should we not place it under the microscope of publicity and thereby reveal and correct whatever tends to hinder a work of incalculable possibilities?

When we survey the ethical status of the teaching profession, we discover conditions that are to be described, not as merely imperfect, but rather, as positively shocking. The unprofessional practices common in the occupation are so multitudinous as to be alarming to any honest observer. It is true that many members of the teaching profession are all that we could conceive ideal teachers to be. Yet, we see too frequently symptoms of hypocritical, untruthful, double dealing. Many teachers will not deal openly and frankly with parents of their pupils. In order to smooth over relations with parents, teachers often lack strength of character sufficient to preserve candor and veracity. The general insincerity can be proved concretely by the great number of contracts broken each year. The unfaithful teachers who consider their contracts nothing more than scraps of paper are shamefully numerous. This form of deception is again illustrated by others who deliberately break verbal agreements. They tell a board or a superintendent that they will accept a certain position. But after being elected they hold the contract several weeks, before signing, in the hope that during this time a better offer may be made to them. But probably double dealing is better illustrated by dishonest practices of school superintendents

Superintendents often make delusive misleading or false reports to the State Department concerning school equipment and the qualifications of their teachers. They have gone so far as to have indefinite substitutes, with no standards, employed to do regular work in a system. Although these unqualified teachers are doing regular work, yet the school board records do not show them as teachers in the system. Other administrators have agreements with county superintendents whereby a special certificate can be issued without an examination to any one whom the city superintendent suggests. In some towns and cities the administrator is deceitful and insincere in his relations with his own teachers. Teachers frequently do not know whether they are to be recommended for re-election or not. Surely they have the right to know this two months before the regular election of teachers. Many a superintendent fails to support teachers in their duties. He talks in one way to patrons, and in another way to the teachers. Furthermore there are places where the so-called school head fosters petty tale bearing. He accepts gossip and reports of confidential conversations from some of his teachers about others. In truth he directs an intricate petty spy system in this way. Such practices are a blight on the whole profession.

The absence of proper professional ethics can be shown further by the forms of petty bribery, pulls and pressure in which teachers become involved. All of us know of positions that have been filled by relatives of members of the board or of the superintendent. You also know that these positions are filled, in most cases, not because of merit but because of kinship. It is a not uncommon practice even in our institutions of higher learning for one who has got an important administrative posi-

tion to reward his henchmen who aided him in his election or appointment. These unqualified *toad eaters* are often placed in important departments of education. There are many other forms of corruption. Because of fear of pressure or because of a desire for a pull, instructors show favoritism to children of influential parents. Children of members of the board of education who in reality do inferior work are ranked as superior. On many occasions school authorities, yielding to subtle bribery or to open intimidation, have allowed diplomas to be wrested from them. On the other hand, teachers sometimes bring the pressure of politics or of church affiliation to bear on the board or the superintendent in securing their election. Surely politics and religious intolerance should be banished from the profession. The teacher is hired to teach all the children in the district, and not just those of one political or of one religious group.

But probably the most deplorable and immoral form of bribery and graft is that of a teacher or more commonly of a county or city superintendent acting as a commission agent for some publishing company or some supply house. While we have laws on the statute books for the prevention of this, yet, the frequency of the occurrence is an open secret. No more despicable or obnoxious graft could exist than that arising from just such dealings. Such shameful fraud, such corrupt influences should no longer be tolerated among men and women whose first responsibility must be the moulding of upright characters.

But of all unscrupulous, unprofessional actions of teachers, the unjust, unfair attitude toward fellow teachers is the most disheartening. The spirit of brotherly helpfulness rarely prevails. There is too often the spirit of disparagement, of criticism and of competition. Instances of this spirit are as numerous as the profession is

broad. The work of predecessors is criticised with contemptuous severity. The teacher taking up a new position frequently expresses her scorn for the work of the instructor who preceded her. But unfortunately this fault finding is not limited to predecessors. It exists where teachers are working side by side in the same system. A class-room teacher will often gossip about a fellow class-room teacher, or will encourage students to criticise other teachers. Sometimes unscrupulous teachers, through jealousy, spitefulness or unrestrained ambitions, will undermine a whole system by their disloyal insinuations and slanderous gossip. The teacher who can not be loyal to her co-workers, to the system and especially to the superintendent should go to another place or get out of the profession. Undermining and accepting positions, the salaries of which are disgracefully low, should be considered a serious breach of professional ethics. The man or woman who gets a position by underbidding another of the same qualifications should be treated as an undesirable member of the profession. Unprofessional conduct is responsible, in a large measure, for the shamefully low salaries. So long as we as teachers tolerate such conduct, teaching will remain an underpaid insecure profession. The superintendent above all others should have a broad progressive spirit of helpfulness. But a close scrutiny of certain superintendents shows them to be the least sincere, the most unprofessional of all. The heads of school systems frequently make mistakes by adversely criticising teachers in the presence of other teachers. They have little hesitancy in making loose comments concerning the work of members of their teaching corps. Other administrators will make unreasonable, almost impossible assignments of work for their teachers in order that their own management, in the view of the board, may appear efficient. Some county and

city superintendents have actively aided in persuading teachers under them to buy certain sets of books or to buy life insurance from companies that were in turn ready to pay commissions for the assistance. There are yet other cases in which a superintendent may fail to be just and square with his teachers. We wonder today why the local community teachers associations have not been organized and made to function in more communities. One of the reasons for their failure is the weak, unprogressive superintendent who discourages local teachers' organizations for fear he may be shorn of some of his imperial powers. He fears that others may get into the limelight. In fact, he fears that his position may be taken by a more efficient man. In other communities where such organizations have been perfected, some superintendents have completely dominated, and have used the power of the organization only as a measure to increase their own political strength. We might make as a last charge against many administrators that they make but feeble attempts to penalize the unprofessional, wirepulling, inefficient teachers, and they fail to reward the zealous, earnest and efficient members of their faculties. Each year they tolerate that ancient practice of requiring teachers to go down on their knees before the board in making out formal applications for re-election. Such requirements for teachers who have served in a system are humiliating and galling. The very fact that superintendents, in many cases, have no standards or schedules which they may follow in filling certain positions or in paying certain salaries is proof of their lack of interest in rewarding the deserving. Finally, heads of systems have been known to refuse to recommend, to other schools, good teachers, or to make false or equivocal recommendations of good teachers whom they wished to keep in their own system. These instances of an unprofessional spirit are as

glaring as they are undesirable.

We should not accept these conditions as irremediable, but rather we should take them as indictments that will lead to reform. It is evident that the abandonment of such shocking practices is indispensable to future success. If something is not done many upright, honorable people will leave the profession in order to protect their good names, and strong people will quit a calling where so much petty wrongdoing prevails. Surely if teaching is to be an honorable and respected work it should be our ambition to release the corrupt members and retain the upright.

Since we would hold that public confidence in public schools is necessary in order that education be carried on successfully, and since the teachers in reality are the public school, is it not necessary that we set examples that command the respect and the admiration of the public? While at the present time the public may not be conscious of the irregularities that are prevalent, this ignorance will not long continue. To lose public respect would mean disastrous failure for public instruction. Confidence on the part of the public will mean encouragement in money and in moral support. Distrust on the part of the public will mean empty school treasuries and the failure of education.

The sullyng effect on the children taught by unprofessional wirepulling teachers is self-evident. The child takes his teacher as the ideal. He is not the guardian of his own thoughts. His very soul is influenced by the personal character of his instructor. Was not the Spartan character moulded in the school? Who will deny the evil consequences of the unprincipled subsidized German instructor? Who can doubt the great influence for good of the Puritan school master? We may well conclude that the character of future Americans will depend, to a large measure, on the character of their present teachers.

Higher ideals must be demanded of those who direct the intellect and determine the character of the coming generations.

Not to recognize the absence of ethics in this great profession; not to be alarmed at the fearful results of base practices, and not to take immediate steps to promote higher ideals would brand us as altogether despicable creatures. There is no panacea for our professional ills. But there are several remedies that may be applied by teachers themselves. Surely we can expect no aid from the outside. The superintendent can do the most immediate good. He should urge boards to penalize the laggard and reward the zealous. He should urge boards to hold open meetings for teachers who wish to present matters concerning their work and their problems. He should make clear to his teachers, at the beginning of the year, his admiration of co-operation, and his scorn of gossip and malice.

Furthermore, we may get strength from publicity. Nothing clears up corruption more than exposure to public notice. But these public indictments alone can not insure better conditions, higher standards and more respect. There must be more definite regulations concerning the standards of those in the profession and of those now entering. This can be done only thru a closer organization, an organization strong enough and sufficiently united to bring about more legislation for the protection

of worthy men and women doing this work. It should be strong enough to require boards to observe the requirements for teachers. While credit is due the present State Teachers Association for much good work, yet, this unregulated, loosely connected organization can never function properly as now constituted. It is a well known fact that almost anyone with two dollars may become a member, regardless of teaching qualifications. We need organizations similar to the medical societies, or the bar associations. Professional pride can be encouraged only thru such action. Only in this way may the quack teacher be eliminated and real professional ethics be inculcated. This is not one man's task. It requires the co-operation of all those who want efficiency rewarded and quackery expelled.

Fellow teachers, I believe that the finest types of character are to be found in our profession. It is just because I so believe that I plead with you to punish the unprofessional teacher and honor the worthy and the just.

Is it not time that definite steps be taken to preserve and protect those whose work makes possible a democratic government?

Surely our future destinies are in our own hands. Shall we not make ours the most important, the most respected, and the most independent of all professions?

Single Pay Schedule for Teachers

JESSE H. NEWLON, Supt. of Schools, Denver, Colorado

Address before The N. E. A. Des Moines, Iowa, July, 1921

Teachers' salary schedules must be constructed solely with the view of obtaining the best teachers for the public schools. From the standpoint of the public that pays the bills, this is the only consideration that can govern.

This consideration includes every factor that teachers can regard as essential. It must of necessity involve adequate compensation—a compensation that will justify thorough preparation both in general education and professional training, and that

will enable the teacher to live as befits a member of one of the most important professions in modern society. It will demand right conditions of work. The salary schedule cannot guarantee good building, good equipment, and pleasant surroundings, extremely important though these are, but it can guarantee, either explicitly or implicitly, that there will be supervision of the kind that will enable the beginning teacher to succeed in her work, and that a real professional spirit will characterize the entire school system. A true professional spirit means that the schools will be administered in a spirit of democracy and co-operation, that the supervision of teaching will not be merely mechanical but such as to stimulate the teacher to her best efforts and allow wide room for initiative and experimentation.

Pay Must Be Graded

Such a schedule will provide for the gradation of salaries based on preparation, so that the successful teacher who makes the largest investment of time, money, and energy in preparation for her profession will be paid the best salary. Such a schedule will also apply in the same manner to all grades of the school, and will recognize teaching experience.

Finally, there will be no sex distinctions in this schedule.

Living Cost Not a Factor

The construction of salary schedules on such principles will mean that certain time-honored slogans will be laid to rest forever. Chief among these will be the cost-of-living argument. This argument undoubtedly was necessary when teachers were not paid a living wage, but the argument has been very greatly overdone, has always been fundamentally unsound, and if pursued to its logical conclusion, will result in disaster to the teaching profession. This argument, which has been so widely used during the period of rising prices, has never been fully understood by the public. We have

said over and over that teachers' salaries were too low in 1913 and 1914, but have never made the public understand that. The public has believed that salaries needed to be increased in proportion to the increase in the cost of living. The same public may argue that with the cost of living declining teachers' salaries should be reduced. It is true, fortunately, that the great mass of the people, through some sort of intuition, have understood the importance of public education, and they have been willing, and are willing, that teachers be adequately compensated. Even under present conditions, while high taxes are being attacked on every hand, most newspapers and most publicists except the public schools from criticism in the matter of taxes. Many of these critics take the position, on the other hand, that the schools must be maintained practically at any cost.

But, notwithstanding this fine spirit, we face a very important task in the next few years in obtaining adequate financial support for the schools. We can obtain this support only if we succeed in basing our plea upon sound principles that hold over a long period of time, rather than by resorting to the use of temporary expedients, such as making use of the cost-of-living argument while the cost of living is rapidly rising.

Teachers Must Live Free From Worry

If teaching is to be made a profession teachers must be so compensated that they can live as befits professional people. Viewed again from the standpoint of the public that pays the bills, the public can afford nothing short of a teacher who has a broad general education, who has had the benefits of travel, and who has the resources with which to develop her personally along the highest cultural lines. It is undesirable that the salaries should be so large and so tempting as to put schools back into politics, but on the other hand the salaries must be sufficient to enable the

teachers to live free from the petty worries of life, in order that they may go into the classrooms in good health, with good cheer, and optimism, cultivated, educated, and highly trained. The local community can afford only such teachers. Viewed solely from the standpoint of the economic and industrial efficiency of the product of the schools, the nation can afford only such teachers as I have described. Only in the hands of such teachers will the American ideals of government and of liberty under law be safe. In the hands of the discontented, underpaid, undertrained teachers our American ideals are in great jeopardy.

Another ghost that must be laid to rest if we are to maintain the advance which we have made in teachers' salaries is the idea that the schools are maintained primarily for the benefit of the teachers. This thought has been uppermost in all that I have said but I wish to emphasize it. Too often we have talked about the poor, underpaid, overworked, mistreated teacher. We have put the teacher first. We should put the children and the interests of the state first. If the interests of the state demanded that we have teachers underpaid, discontented and overworked, if such teachers would produce better American citizens, then I should favor that type of teacher, and I should count it the greatest service which I could render to society to spend my life in this profession as a sacrifice to the advancement of civilization and the country which I hold dear. I should enter as a missionary enters on his life work. But happily the welfare of our country does not demand any such a sacrifice, and, fortunately for the teacher, the country will be better served by the teacher who is well paid for his services and who works under right conditions.

Argument of Status Overworked

I am sure I will be pardoned a word of personal experience at this point. I have

found that the weakest argument with the public is the argument of the overworked, downtrodden and underpaid teacher. We have especially overdone the overworked teacher. In view of the fact that the teacher is rated as one of the very best risks by every insurance company in the country, and insurance companies are cold-blooded, it is time that we dropped the dirge of the overworked teacher. At critical stages in salary campaigns I have seen more than one otherwise friendly business man or board member become indignant over this argument. These men will admit that there is a nervous strain in teaching, but may rightly contend that the five day week and the long vacations compensate for this.

On the other hand, I have found the welfare of the children to be the best argument with the public, and the public is quick to see that its children are safe only in the hands of the teachers who are adequately paid and properly treated. A salary schedule constructed solely on the basis of the overworked and underpaid teacher is a charity proposition. A schedule constructed on the basis of the needs of the schools is a schedule based on justice and will make of teaching a profession.

What are the essential factors in a salary schedule?

An adequate salary schedule will attract to the profession the schools' fair share of the brightest young men and young women to be found in our higher institutions of learning. Salaries must be such as to make it worth while for the most gifted to choose teaching as a life work. It goes without saying that only individuals of above average intelligence are really competent to become the teachers of American youth.

Schedule Must Attract Best

The schedule must attract people of culture and refinement. To my mind the teaching force of the country should be representative of our people. In its ranks

should be included those who have come from the humblest homes, and who have achieved success by a hard struggle upward. It should include those who came from the homes of the great economic middle class, and those from the homes of wealth and plenty. Above all, it should include representatives from homes standing for the utmost of culture and refinement, regardless of the economic status. No matter what the economic status, only those who are refined should be permitted to teach.

Our salary schedules must demand a good general education. The uneducated cannot be expected to educate children. Education involves two things. It involves a formal training and this formal training cannot be gained in the high school nor in two years of normal school training above the high school. Not less than four years of general and professional training, representing a full collegiate course, constitutes the minimum of the future. In some departments of the school, still further study must be required in order that the subject matter may be fully mastered. Education also means that the individual has acquired a taste for learning. There are thousands of teachers in the American schools who read nothing more thoughtful than a woman's fashion magazine—who do not read one book a year aside from light fiction. Such teachers have no curiosity. They are not eager to know the great mysteries of life. They do not have an insatiable desire for learning. They cannot stimulate others to think. They are not sensitive to the great problems of life. They are unworthy of the schools.

Must Recognize Training

Such a schedule must provide for genuine professional training. The last half century has seen the accumulation of a large body of scientific knowledge that must be mastered by the successful teacher. This body of knowledge is as great as

in medicine or engineering or any other learned profession. It is just as reasonable to expect the teacher to succeed without this training as to expect one to succeed in medicine with a two years' course or with no medical training at all. The rule of the thumb once prevailed in medicine and engineering, but it no longer operates, and it should be abolished forever from the teaching profession. The college professor who derides professional training marks himself as ignorant of modern developments in the very work to which he has devoted his life. Such a spectacle is not ludicrous. It is pitiful and tragic.

This schedule will apply in the same manner to all grades in the school. The practice has been to demand adequate preparation, barring strictly professional training of high school teachers, and to pay for this training with salaries much higher than those paid elementary school teachers. What are the results of this practice?

The Results of Wrong Practices

1. A body of college graduates teaching in American secondary schools.
2. A great body of elementary school teachers with neither adequate, general nor professional training.
3. The great majority of American children being taught through eight years of their school life by untrained teachers. And it should not be forgotten that the large majority of children still do not progress beyond the elementary schools, with the result that most of the citizens of this fair republic are taught in the public schools only by the teachers with the poorest training. Such children should be taught by the best teachers.
4. Present practices put a premium on teaching in the high schools, with the result that the best and most ambitious teachers in the elementary grades are constantly striving to complete their training and secure high school positions. Annu-

ally thousands of good elementary school teachers become poor high school teachers. Most of these teachers would prefer to remain in the grades doing work for which they are best adapted and which affords them the most happiness, and their only reason for desiring high school work is to secure a better salary.

Now anyone who endeavors to construct an adequate course of study will soon discover that not less than four years is required to prepare a teacher for work in any grade. The only solution for this difficulty lies in the schedule which applies equally to all grades.

Real Rural Schools Demonstrate High Type of Teaching

The Teachers College at Springfield, under the direction of President Clyde M. Hill, recognizes the need of trained teachers for rural schools. It believes that country children will respond to good teaching just as readily as do city children. It believes that, as a State Institution, established primarily to serve the schools of the southwest section, it owes a distinct service to its rural supporters. It believes that its duty is not merely to supply the demand for trained teachers in the cities, but also to create a demand for a higher type of teachers in the country districts.

It has been said that the selfbinder had been invented several years before a farmer purchased one. They did not purchase them until their superiority over the self-rake had been demonstrated. President Hill thinks that it is folly to expect to sell good schools, trained teachers, modern equipment and up to date curricula to rural people by simply showing them complicated blue prints and technical specifications.

A good school sells its self. Most communities that have good schools have them because someone took a poor school and made a good one of it. The people bought it after its value had been demonstrated. A neighborhood that has experienced a year or two of the better type of school will no more go back to the hit-and-miss, drag-along kind with its catch-as-catch-can, poor-girl-who-needs-the-money sort of teacher, than a farmer will go back to the

reap hoop or selfrake after he has experienced the advantages of the selfbinder.

Four years ago the demonstration rural school was started by trying it out in the Sunshine school joining the city of Springfield. This district is strictly rural but not typically agricultural. It is rather densely populated with truck and poultry farmers, and a few people who work in the city. This school was selected because of its proximity to the College making it available to the students who were preparing for rural teaching and who, it was thought, could get more practical training for their work in such a school than they could in the training school on the campus that was of the city type.

But the "big idea" in the Demonstration School was not so much to demonstrate to the teachers. It was the people that were to be shown. So a typical one-room rural school was selected in Douglas county, after conference with county superintendent, T. J. Morehouse, and numerous conferences with the school directors and the people of the district, Cross Roads school three or four miles out of Ava was the school chosen.

It is not necessary to make the usual description of the conditions of the school at the time it was made a demonstration school—the lighting that destroys vision, the heating that heated only the stove, the unsanitary and immoral toilets, and so on "ad nauseum." *Typical* tells the whole

story. Photographs could be shown, but why show a photograph of that which everybody has seen in the original?

In one respect the school was physically different from the common—it was housed in an old church building. Externally considered there is little difference between the rural church and the rural school—a cupola and evidences of a more or less conscious effort to shut out the light. In this district the school house had passed away but its spirit had remained, while the church spirit had departed leaving its earthly tabernacle.

Of course the building was not adapted to school work, but the "neighbors," under the direction of one of their number who was a carpenter, remodeled it. The windows were banked on one side to give proper lighting; two rooms were cut off of the front, one to serve as a manual training room and cloak room for the boys, the other to be a domestic science room for the girls. These are essential features of all the demonstration schools of the Southwest Missouri Teachers College.

Physical improvements have continued, but the real change came to the school only with the teacher. The teachers who have been in this school since it was made a demonstration school have been teachers trained for rural teaching. The fact that they have taken up this work argues that they like the country and country people. They are not teaching in the country simply because they could not get a position in town. They are not planning to teach in the city as soon as they get a chance. They are rurally minded. They live in the district not off of it. They commune with the community. They know how to operate and how to co-operate. They are the type that teach rural children in terms of rural life.

The course of study has not been materially changed. The approaches are different. *Things* come before words. They

study animals, plants, books not merely study *about* them. The subject matter is life, rural life, necessarily, for that is *their* life. Life with its problems of agriculture, cooking, sewing, commerce, health, citizenship, and recreation. The traditional subjects are not done away with, they are literally raised from the dead. Here you will find "reading, writing and arithmetic" alive, clothed and in their right minds. Here, they are tools to be used, helpers to knowledge and right habits.

Play has its work to do. The College believes that diversified and graded play is just as important as diversified and graded lessons; that the school that fails to sow a crop of good healthful, developing games will reap a harvest of fighting, gossiping, non-co-operating youth. Play was the school of the primitive man. It is the basis of the education of the modern man. Through play the children learn to co-operate. They develop health, agility, self-control, aggressiveness and courage, all of which "carry over" into the more serious affairs of school and of life. The school that ignores play is allowing its right arm to wither.

The daily program has been modernized so that more time can be had for each recitation. Instead of a total of from 25 to 40 as used to be frequently found in the list of recitation periods, these schools have but seventeen, counting the opening exercises. Consequently there is no time of day when a fifteen minute visit would give the caller a feeling of having been an observer of a confused relay race that had no definite beginning or end and in which there appeared to be no purpose except to run to the recitation bench and back to the seat.

Community activities are prominent. There are frequent meetings of all the people when a good social evening is enjoyed, an inspirational lecture listened to, an instructive talk from the farm agent or some

member of college faculty heard, or a discussion of plans for community betterment participated in by the people. Fairs and school exhibits are popular, and the material exhibited at these are frequently of such a character as would be creditable to a county or even a state fair. In fact, many of these exhibits have taken prizes at the county and state fairs.

The schools are used for demonstration and observation purposes by the teacher training classes in the schools of the various counties in which they are located. They are frequently visited by other rural teachers and occasionally a school board having heard of this "better way" comes in and looks the situation over. This has resulted in demands for similar schools and trained teachers for other rural schools. Thus the demonstrating schools are demonstrating. Thus the better type of school is "sold." The people are made to want what they have seen and know is an improvement; and the demand is created that did not before exist.

The schools are established on a co-opera-

tive basis, the College working with County Superintendent, the board and the teacher according to a written agreement. The college agrees to use the school for observation and demonstration purposes; to visit it at least two days in each month; to confer with school officers, county superintendent and teacher as to methods and means of improvement; to assist the community in providing entertainment and in making the school a community center; and to furnish equipment to the value of \$200 the same to remain the property of the College to be removed at the expiration of the contract. The district agrees to select a teacher approved by the County Superintendent and the College; to pay her a salary of at least \$100 a month and to furnish a suitable teacherage or boarding place for her; to make all necessary repairs and improvements and that the school shall be under the general direction of the College, co-operating with the County Superintendent and the State Inspector of Rural Schools. Starting four years ago the Southwest Missouri Teachers College now has eight such schools located in seven of its counties: Douglas, Webster, Lawrence, Jasper, Wright and Howell counties each has one, and Greene county has two, one of which is the consolidated School and Strafford.

Department of the St. Louis Division of the M. S. T. A.

St. Louis District Association Officers

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SPEED IN READING AND SPEED IN WRITING

By E. M. BROWN, St. Louis, Mo.

The mechanics of thought in the reading process have been made familiar of late by much discussion, but the corresponding mechanics of writing are little noted. Increase of comprehension accompanies rapid reading. Is there something to note as to the increase of facility of expression in rapid writing?

When we find the proper kind of rapid reading, there has been developed a mental technique of the reading art which permits that speed. The slowest reading is where the reader has to work out the sound word from the component letter sounds. We can have no rapid reading at that stage. The next marked stage is the more rapid but still slow process where the recognition of each word is done as one act but the act is of sufficient difficulty to hold the attention fixed. The result is that the

recognized word stands for as instant in the mind like an atom uncombined in any significant molecule of thought. Its combination with the context is a separate act. This and the previous stage is the period of "rereading to get the sense." But the effective reading keeps up its momentum, there is no double or triple action, each occupying its own time,—no sight word, mind word, idea word, and their contextual relations—but a direct grasping of "the thought from the printed page." If there are really three parts in one seemingly single act they are as well blended as the separate pictures thrown on the movie-screen.

It seems reasonable to infer that the gain in facility of comprehension found in rapid reading is not alone due to the speed, which enables one to grasp at one moment a larger mass of ideas, but also to the fact that the mind is freed from the distraction of the minutiae of the mechanics of the process. We find a similar situation in the learning of other arts. Always we are held back from full freedom until we are freed from the bondage of the detail. We find everywhere, from riding a bicycle to teaching school, that ease and efficiency does not come until the mechanics, so distractingly prominent in the early stages, have worked down into subconsciousness—or been eliminated by being "short circuited." It may then be of significance to study the disappearance of the preliminary stages of writing and the advent of the habituated writing in which a word is written as one unified whole.

Just as a child in the lower grades for a time is in a period when, in reading new matter, his mind works with complex technique, so in writing he has to pass through an analogous period when the psychology of his writing is complex. (By "writing", as here used, is meant, not penmanship, but the mechanical side of expressing thought in script and so includes orthography). The

very earliest stages are concerned with letter forms but these forms soon become habituated so that the mental mechanics of the writing is thereafter simply the matter of letter sequence, in other words the matter of spelling. With this spelling, even with words which he can spell, the lad is burdened. An experienced writer has for each familiar word a word making habit, essentially a motor habit, but how much directed subconsciously by the visual or auditory imagery it is hard to say—These word forming habits do our bidding. We are freed from distraction of letter making, or "spelling," as a big business man is freed from the details of the business by his assistants. If the pen is good and the ink flows well we deal only with the thought structure—not so with the school lad, he not only composes but also attends to penmanship and spelling—He is like the beginner in business who has to get out all his own mail, do the telephoning and even sweep the office.

Word writing motor habits have transferrable elements but in the main they are a matter of individual words. The short common words perfect their writing habits first, the long infrequent words later on and the most infrequent never attain to that level in their writing. We find this process going on in the written vocabulary chiefly between the fourth and eighth grades. Instantaneous grasp of word idea from presentation of word comes earlier than its spelling analogy, the mechanical making of the written word when conscious only of the word idea.

It is not an easy matter to study and gather statistics on matters of mental technique but children in these days seem fairly good introspectors and reporters. If a teacher wishes to study this habit acquiring—this progress in mechanization of words—which is going on in the room she may do so by quizzing the children as to whether they call letters names as they

write words. Let them first write their first names while looking out of the window and talking. That will give them an example of the mechanically written word. Any unfamiliar word written by them will show a calling of letter names as the writing proceeds. A few strong visualists doubtless will appear but will have to be disregarded, and will appear in the statistics as using an habituated technique whether they do it or not. The writer recently went through two hundred chiefly upper grade children in a summer school with the sentence. "The ugly monster saw me." The summaries showed the following percentage of children who used the "calling-letter-names" technique as they wrote the word; "The," 9%; "ugly" 41%, "monster" 68%, "saw" 11%, "me" 7%. Only one child was found who could not write her name mechanically; that child's name was Hildegard.

Years ago the writer sat by his father at a big dining room table, while the father went over the year's accounts with his farmer tenant. Bill Erway was continually digressing from the subject in hand to give expression to his admiration of a wonder in education shown by his landlord. Said wonder was father's ability to write figures and make notes about them while looking at Erway. It reconciled Bill to the idea of a college education. Bill, like thousands of others was a good farmer, but his writing-spelling technique had stopped at the third grade level. Grown men feel foolish engaged in laboring over writing. The real reason why Sam Weller, in "Pickwick Papers," made his letter so short was the reluctance of any self respecting adult to occupying himself with something he does poorly.

Even the most practical reader occasion-

ally meets words which he will either have to skip or read with a second grade technique. The speed with which he reads is only a matter of his average facility in grasping the individual words composing the passage. If there are many words like glycoldiacetate his reading will either be retarded or he will be guilty of skipping ideas. The same principle holds in writing. Few of us can write Schenectady without the call-the-letters-as-you-go technique. But these rare instances effect the average result little.

We believe that this development of technique in writing appreciably affects the ease with which the writer thinks and, just as thought getting goes forward best when the technique of reading is advanced, so composition work goes best where there is a fair degree of habituation of the mental technique of word getting. When we think directly into word writing, we can sense the feeling of using less effort than we use when we are spelling as we go. The fact that children produce good compositions is a credit to their perseverance and concentration. Let us have patience with them accordingly; and if, when along in the sixth grade they are prone, in rapid writing, to leave off endings and otherwise indulge in motor errors in the spelling of words which they "know how to spell," let us correct them instead and hold them to "more care" (which means lower level technique) but let us remember it is only the natural roughness incident upon any change to a higher type of action. They are unconsciously and, very properly using the "new way" of writing and are doing so sometimes just a bit before it is strong enough to sustain itself without some control.

Headquarters of M. S. T. A. at Hotel Statler

State Department of Education a Growing Department

The State Department of Education is now one of the largest department in the Capitol, and the State Superintendent and his assistants are busy all the time. The Vocational Education and Industrial Rehabilitation are in charge of the State Superintendent. Within the last three years the number of employees of this department has increased from nine to twenty-seven. The employees of the department at present are as follows:

State Superintendent of Schools, Sam A. Baker, who is also State Director of Vocational Education and Industrial Rehabilitation. Mr. Baker had been connected with the schools of Missouri for twenty-four years when he was elected to the office of State Superintendent of Schools. He began teaching when he was eighteen and went to school on the "installment" plan. He taught for two years in the rural schools of Wayne County, was high school principal in Jefferson City and Joplin for a period of eleven years, and superintendent of Piedmont, Richmond, and Jefferson City for eleven years. He was superintendent at Jefferson City at the time of his election to the office of State Superintendent.

Mr. George W. Reavis, Assistant Director of Vocational Education and Industrial Rehabilitation, is well and favorably known to all the teachers and school officers in Missouri. He taught in the schools of northern Missouri for a number of years, served as County Superintendent of Holt County, was Rural School Inspector in the office of State Superintendent, Wm. P. Evans, then for five years was connected with the Boys' and Girls' Club work of the State University, was offered a position as Rural School Inspector by the pres-

ent State Superintendent of Schools during his first year in office. In a few months afterwards, he was made Chief Clerk in the office, and when the State Superintendent was made Director of Vocational Education and Industrial Rehabilitation, Mr. Reavis was made Assistant Director and Chief Assistant to the State Superintendent.

Mr. Raymond Shoop, Chief Clerk in the office, taught school with Superintendent Baker in Joplin and in Richmond. He had previously taught for a number of years in north Missouri and was Superintendent of Schools at Ironton in southeast Missouri when he came to the State Superintendent's office. He was one of Superintendent Baker's first appointees and has been with him from the first day he took charge of the office. He served as High School Inspector until a few months ago when he was promoted to the Chief Clerkship.

Mr. A. S. Boucher, Teacher-Training Inspector, first came to the office as High School Inspector; later he was promoted to the position of Teacher-Training Inspector. Mr. Boucher had nine years' experience in the rural and city schools of Illinois before coming to Missouri. For fifteen years he was Superintendent of Schools at Dexter in southeast Missouri and had completed two years as Superintendent of the DeSoto Schools which position he resigned to accept the place in the High School Inspection Department of the State.

Mr. Geo. L. Cole, chief High School Inspector, has been connected with the schools of Missouri for about thirty years. For eighteen years he was Superintendent of Schools in southwest Missouri at Dixon, and Richland. He knows the schools of

this State thoroughly. He came to the department first as a Rural School Inspector, but a few months ago when the department was re-organized, he was made chief High School Inspector.

Mr. Henry Abeken of St. Louis is the other High School Inspector assigned to the work of physical education. Mr. Abeken is a graduate of Milwaukee Seminary. When tendered the position in the State Superintendent's office, he was in charge of the play-ground work in St. Louis. He has had a number of years' experience in charge of physical training in private, parochial, and public schools. He has been busy since coming to the office in outlining the work that will be done under the new physical training law.

Mr. Ed. Denny, Rural School Inspector, while a graduate of one of the State Teachers Colleges, has confined his experience to rural school work. He has been in charge of one rural school in St. Louis county for twenty-two years when brought to the State Superintendent's office. He was a class-mate of the State Superintendent at Cape Girardeau, but received his diploma from the Warrensburg Teachers' College.

Miss Agnes Rank, Rural School Inspector, has had a number of years' experience as a teacher in the State both in rural and high schools. At the time she was appointed to her present position, she was County Superintendent of Mercer County and resigned this position to accept her present work.

Mr. Louis Theilman, Rural School Inspector, is well and favorably known throughout southwest Missouri. Many teachers and other professional men and women were students of his in the old Appleton City Academy. Mr. Theilman is a splendid speaker and a thorough scholar. He first came to the office as a clerk in the Vocational Division, but was transferred to the Rural School Division a few months ago.

Mr. Jos. Livingston, Statistician, is a lawyer by profession, but taught school for several years in southwest Missouri. He was made Statistician about two years ago. He is thoroughly familiar with the legal problems pertaining to his work.

Mr. W. T. Spanton, Supervisor of Vocational Agriculture, came to his present position about a year ago. He is a native of Ohio and graduate of the University of Ohio. He was Supervisor of Vocational Education in Rhode Island before taking up his present work.

Mr. A. A. Sather, Assistant Supervisor of Vocational Agriculture, last year was in charge of the Vocational Agriculture at Strafford in Greene County. He came to Missouri from Iowa.

Mr. James P. Lenny, Vocational Supervisor of Trades and Industries, was in charge of the manual training work of the McKinley high school in St. Louis before taking up his work with the State Department. He has brought many new ideas for this work to the department and has re-organized the work along practical lines which no doubt will be of great benefit to the schools of the State.

Miss Clare White, Vocational Supervisor of Home Economics, is a graduate of the State University and for two years before coming to this department was in charge of the home economics work in the high school at Clayton, Missouri. She is a daughter of Superintendent J. U. White, for a number of years Superintendent of Schools at Jefferson City and Brookfield and at present occupying a similar position at Flat River.

Mr. Ernest L. Schneider, Supervisor of Industrial Rehabilitation, is a native of Wisconsin. He has had some school experience as well as newspaper experience. At one time was connected with the soldier rehabilitation and accepted his present appointment from Superintendent Baker as soon as the General Assembly had passed

(Continued on page 366)

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HANDY REFERENCE TABLE

Below is a list of important magazines, showing price in combination with *Woman's Home Companion*, *Collier's* and *The American Magazine*.

Class No.	NAME OF MAGAZINES	Price to Subscriber with W. H. C.	Price to Subscriber with Collier's and Am. Mag. Both to one address.
50	All Out Doors	\$3.75	\$5.75
40	American Boy	4.50	6.50
50	American Magazine	3.50	
80	Atlantic Monthly	6.00	8.00
40	Blue Book	4.00	6.00
35	Boys' Life	3.75	5.75
25	Boys' Magazine	3.75	5.75
90	Century Magazine	5.50	7.50
19	Children's Magazine	2.65	4.65
35	Christian Herald	3.75	5.75
40	Collier's	3.50	
70	Current Opinion	5.50	7.50
45	Delineator	4.50	6.50
35	Designer	4.00	6.00
25	Etude (For Music Lovers)	3.75	5.75
45	Everybody's	4.75	6.75
7	Farm and Fireside	2.35	4.35
20	Farm and Fireside (3 yrs. to one address)	3.00	5.00
45	Field and Stream	3.75	5.75
70	Forbes' Magazine	5.50	7.50
60	Forest and Stream	3.50	5.50
50	Garden Magazine	5.00	7.00
80	Harper's Magazine	6.00	8.00
55	House Beautiful	6.00	8.00
55	Illustrated World	4.75	6.75
80	The Independent	6.50	8.50
35	Little Folks	3.50	5.50
50	McCall's	3.50	5.50
30	McClure's	4.50	6.50
70	The Mentor	6.00	8.00
45	Metropolitan	5.00	7.00
37	Modern Priscilla	3.60	5.60
43	Motion Picture Magazine	4.15	6.15
40	Out Door Life	4.50	6.50
70	Outing	5.50	7.50
20	People's Home Journal	3.25	5.25
50	Photoplay	5.00	7.00
55	Physical Culture	4.75	6.75
50	Pictorial Review	5.00	7.00
60	Popular Science Monthly	5.00	7.00
65	Review of Reviews	5.00	7.00
70	St. Nicholas	5.50	7.50
75	Smart Set	5.50	7.50
45	Sunset Magazine	4.50	6.50
15	Today's Housewife	2.75	4.75
75	Travel	5.50	7.50
45	Wireless Age	3.75	5.75
40	Woman's Home Companion	3.50	5.50
80	World's Work	5.00	7.00
50	Youth's Companion	4.50	6.50

HOW TO FIGURE PRICES

Here is a general rule for figuring prices: Add class numbers of magazines you desire and multiply by 5. Example: For *Woman's Home Companion* and *McCall's* figure 40 plus 30 equals 70. Multiply by 5 gives \$3.50, the price subscriber pays.

N. B.—Except where otherwise specified, subscriptions may be sent to different addresses and may begin with any month.

For Example: Offer Number 18 on this sheet. *Woman's Home Companion*, *Collier's*—The National Weekly, and *The Mentor*, all to one address for a full year at \$7.00 represents a distinct cash-saving of \$1.50. This is only one instance of many that you'll find in reading over this circular.

COMBINATIONS

	Subscription Price	Single Copy
1 <i>Woman's Home Companion</i>	\$2.00	\$2.40
2 <i>Woman's Home Companion</i>		
Two years	3.00	4.80
3 <i>Collier's</i> , One year	2.50	2.60
4 <i>Collier's</i> , Two years	4.00	5.20
5 <i>The American Magazine</i>		
One year	2.50	3.00
6 <i>The American Magazine</i>		
Two years	4.00	6.00
7 <i>The Mentor</i> , One year	4.00	4.20
8 <i>The Mentor</i> , Two years	7.00	8.40
9 <i>Farm and Fireside</i> , One year50	.60
10 <i>Farm and Fireside</i> , Three years	1.00	1.80
11 <i>Woman's Home Companion</i>		
* <i>The American Magazine</i>	3.50	5.40
12 * <i>Woman's Home Companion</i>		
* <i>Collier's</i>	3.50	5.00
13 * <i>The American Magazine</i>		
* <i>Collier's</i>	4.00	5.60
14 * <i>Woman's Home Companion</i>		
* <i>The American Magazine</i>		
* <i>Collier's</i>	5.50	8.00
15 * <i>The Mentor</i> , * <i>Woman's Home Companion</i>	\$5.00	\$6.60

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17 *The Mentor, *The American Magazine	5.50	7.20	McClure's	5.00	6.00
18 *The Mentor, *Woman's Home Companion, *Collier's	7.00	9.20	26 The American Magazine	5.50	7.20
19 *The Mentor, *The American Magazine, *Collier's	7.50	9.80	27 Woman's Home Companion	4.60	6.00
20 *The Mentor			28 Modern Priscilla, McCall's	7.00	9.60
*Woman's Home Companion			29 Woman's Home Companion		
*The American Magazine	7.00	9.60	The American Magazine, Century	7.00	9.60
*Woman's Home Companion			30 Collier's, The National Weekly		
*The American Magazine			The American Magazine		
*The Mentor, *Collier's	9.00	12.20	Review of Reviews	7.00	9.80
22 Woman's Home Companion		5.00	31 Woman's Home Companion, Etude	3.75	4.80
23 Youth's Companion	4.50	5.00	32 The American Magazine, Etude...	5.25	7.80
24 Woman's Home Companion		4.20	Woman's Home Companion		
Modern Priscilla	3.60		The American Magazine		
Little Folks	\$3.50	\$4.20	Metropolitan	6.50	8.40

*One year each to one address.

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(Continued from page 363)
the Industrial Rehabilitation Act. He was connected with the Hugh Stephens Printing Company at the time he accepted his present position.

Mr. Baker has three field people connected with the Rehabilitation work, Mr. Ervine Meyer, with headquarters in St. Louis, was in charge of the Manual Training work of the Blow School at the time he accepted his present position. Miss Lillian H. Davis, the other St. Louis field worker, has had considerable experience in social work. She resigned a position with the Y. W. C. A. of St. Louis to take up her present work. Dr. C. M. LeBow is the Kansas City field man. Dr. LeBow has had a great deal of experience in organization work and has been identified with the business and pro-

fessional interests of southwest Missouri and Kansas City for a number of years.

Mr. C. G. Williams of Boonville is the inspector for colored schools. Mr. Williams was principal of the colored school in Boonville for a number of years and has served as President of the Colored State Teachers' Association. He has been connected with the department since the first of September.

The stenographers in the department are Miss Helen Branditz, Chief Stenographer and private secretary to the Superintendent, Miss Dolores Robertson, Miss Lorraine Korn, Mrs. Hal Wilson, and Miss Eva Alberts. Miss Violet James is filing clerk, and Miss Bonnie Malden is mailing clerk. And last but not least is Uncle Ace Pace, the colored janitor.

Department of Child Hygiene and School and Home Sanitation

Conducted by the
Missouri Tuberculosis Association

W. McN. Miller, M. D., Editor



TUBERCULOSIS IN CHILDREN; THE SOURCE AND PROCESS OF INFECTION

In considering the source and the process of infection with tuberculosis these important factors ever must be borne in mind, namely: no infection with tuberculosis can take place without having its source in a tuberculous ulcer or abscess in some other human or animal. The virus is discharged in the form of sputum from the lungs or intermixed with the physiological discharges of the bowel or kidney, or in milk, or as pus from a running sore.

This is an unpleasant thought, but it is true, and, further, in all primary infection the virus of the disease finds entrance to the body through the mouth or nose. Intelligent beings that we are, we infect ourselves and permit others, even defenseless children, to be infected.

The following abstract of an article by Professor Allen K. Krause, of the Johns Hopkins Medical School, taken from a recent review in *The American Review of Tuberculosis*, explicitly sets forth the course of the tubercle bacillus from sputum to the child.

"That human sputum is the chief source of tuberculous infection is generally admitted, but there is considerable divergence of opinion concerning the immediate medium of infection. The hypotheses of Cornet, Flugge and Aufrecht have gained the widest acceptance. According to Cornet and Flugge infection takes place almost exclusively indoors, either by indirect infection or direct from person to person. Both viewed raw sputum as insignificant. According to the third hypothesis, everything containing tubercle bacilli and passing human lips can set up an infection either by inhalation or by ingestion.

"Tuberculous sputum can arouse infection,

whether inhaled or ingested as suspension, spray or dust or in its natural crude condition. The early rapid tubercularization of the species is an established fact. In many young children the source of infection cannot be traced, if the direct contact with coughing consumptives is taken as a *sine qua non*. About 10 per cent of children exhibit infection by the end of their second year; at three years from 15 to 20 per cent; by six years from 50 to 60 per cent; and by 15 about 75 per cent. Most children spend a larger part of their time out-of-doors at the period from four to seven than at any other period of life. Infants come into closest physical contact over long periods with certain individuals and live largely on milk, perhaps cow's milk; yet the total result is an infection incidence of only 10 to 20 per cent. It seems amazingly small; yet it probably represents the relative importance of dust plus droplet plus cow's milk in the scheme of tuberculous infection.

"We cannot explain infection scientifically; yet the most abundant immediate source of tuberculous infection should be given its due place. Raw sputum, recently expectorated, bespatters the streets everywhere, and the floors in too many places. Children at home live and play close to the floor; outdoors they engage for the most part in "ground" games. Doing so, they cannot help attaching to their hands the offal of sidewalks and streets and with this, the sputum of many people, and since few children have developed a conscience about putting their hands into

their mouths, considerable raw sputum will find its way there.

"Cervical lymphadenitis is the most frequent manifestation of clinical tuberculosis between the ages of three and ten. Foci in the neck nodes undoubtedly represent infections that occurred by way of mouth or nose. Studying large series of cases, observers have been able to detect a tuberculous infection incidence of 5 per cent in tonsils and adenoids which showed no gross evidence of tubercle. This 5 per cent must be regarded as the minimum of tonsillar and adenoid infection in the patients in question. This high incidence of nasopharyngeal and cervical infection in childhood should establish a common locus of early infection."

Preliminary announcements made by the Missouri State Board of Health of deaths from tuberculosis in the state for the first six months of 1921, indicate that within the last ten years the death-rate from that disease in the state will have been reduced nearly one-half. To no general operating cause other than education can these beneficent results be assigned. They justify the annually recurring sale of Tuberculosis Christmas Seals in public and parochial schools.

The purpose of education is to develop efficient citizens, their maintenance in that condition is the purpose of public health work. All that the schools can accomplish in the campaign for better health adds to the general efficiency and thereby strengthens the good results of all education.

Programs of District Associations

NORTHEAST MISSOURI TEACHERS ASSOCIATION

Kirkville, Oct. 20-22

OFFICERS:

Pres. Eugene Fair, Kirkville; 1st Vice-Pres., Bracey Cornett, Canton; Secretary-Treasurer, Stephen Blackhurst, Lancaster.

The program that the committee has prepared for this Association will be in keeping with the very high class of program that Kirkville has had for many years. Some of the big national talent that has been engaged are President W. A. Lewis, of Hays, Kansas,

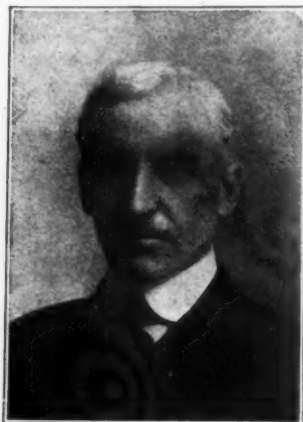
who speaks on Religious Education in the Public Schools; How the County Unit Law Works in North Carolina will be the subject discussed by E. C. Brooks, superintendent of that state; T. B. Hinckle, Editor of THE DRAMA will talk on the subject of the Drama and Its Relation to the Public School. State people who will appear on the program, are Supt. S. A. Baker, Pres. Uel W. Lamkin, Hon. W. P. Elmer, Prof. J. D. Elliff, Supt. Bert Cooper, Miss T. C. Gechs, Dr. A. G. Capps, and Prof. Byron Cosby. A large and appropriate part of the discussion will center around the County Unit Bill.

CENTRAL MISSOURI TEACHERS ASSOCIATION

Warrensburg, Oct. 13, 14 and 15

OFFICERS:

Pres., W. M. Oakerson, Jefferson City; 1st Vice-President, Miss Martha M. Letts, Sedalia; Secretary, Virgil Payne, Harrisonville; Treasurer, G. E. Hoover, Warrensburg; Managing Secretary, C. A. Phillips, Warrensburg.



W. M. Oakerson,
Pres. C. M. T. A.

The officers of this district have prepared a very excellent program. Some of the outstanding numbers of which will be addresses by Edw. A. Steiner of Grinnell College; Dr. James P. Munroe of Boston; Dr. Shelton Phelps of Peabody College; Dr. J. W. Jewell, University of Arkansas and many of the leaders of educational thought in Missouri.

A notable feature of the program is "The Needs of Our Schools" discussed from the viewpoints of the Parent-Teacher Association, the Medical Association, The Farm Bureau, the League of Women Voters and The Bar Association. These various viewpoints will be discussed by leading representatives of these various groups.

On Friday at four-thirty o'clock the county superintendents of the various counties of the Teachers College district will hold meetings of their teachers to check up attendance and attend to other matters of business.

SOUTHEAST MISSOURI TEACHERS ASSOCIATION

Cape Girardeau, Oct. 13-15

OFFICERS:

President, E. O. Wiley, Fredericktown; 1st Vice-President, Mrs. C. E. Smith, Bloomfield; 2nd Vice-President, P. J. Stearns, New Mad-

rid; 3d Vice-President, S. O. Holloway, Poplar Bluff; Secretary and Treasurer, Jephtha Riggs, Cape Girardeau.

The program of the Southeast Teachers Association has been arranged and according to the usual Southeast Missouri standard will be a high class one. On the program is to be found that class of talent that frequently is seen on State and National programs. Supt.



E. O. Wiley,
Pres. Se. Mo.
T. A.

Wm. M. Davidson, of Pittsburg, Pa.; Katherine M. Cook of the National Bureau of Education; Dr. Thomas B. Wood of Columbia University, N. Y.; and Dean Jewell of the University of Arkansas are among the out of State people who will make contributions to the program of the Association. Several state people of note will also appear on the program.

SOUTHWEST MISSOURI TEACHERS ASSOCIATION

Springfield, Mo., Oct. 27, 28 and 29

OFFICERS

Pres., J. G. Pummil, Seneca; 1st Vice-President, R. V. Cramer, Lebanon; 2nd Vice-President, Roy R. Evans, Greenfield; 3d Vice-President, Miss Lillian Paxton, Pierce City; Secretary, Miss Ida Ausherman, Springfield; Railroad Secretary, W. Y. Foster, Springfield; Treasurer, J. F. Montague, Republic.

On account of the meeting here taking place a week or two later than those of the other districts the program is not so well matured. However, the Committee has gone far enough with the arrangements to know that a program of unusual interest and merit will be attained. Dr. M. B. Hillegas, of Teachers' College, New York, will be one of the lead-

ing speakers from out of the State. Hon. J. L. McBrien, Director of Rural School Extension, U. S. Bureau of Education, will deliver



J. G. Pummil,
Pres. Sw. M. T. A.

several addresses and Governor Arthur M. Hyde will be one of the principal speakers. Speakers from the State will include C. H.

McClure of Warrensburg, Miss Mary E. Pennell, Kindergarten and Primary Supervisor, of Kansas City and others not definitely engaged. The chairman of the various departments are arranging programs of special interest to their several groups. A splendid musical program will be given.

NORTHWEST MISSOURI TEACHERS ASSOCIATION

Maryville, Oct. 13-15

OFFICERS:

Pres., Miss Myrtle McPherson, Martinville; 1st Vice-President, George Somerville, Hopkins; 2nd Vice-President, O. G. Sanford, Trenton; 3d Vice-President, S. C. Richeson, Tina; Secretary, C. A. Hawkins, Maryville; Treasurer, E. O. Harvey, Chula.

At the time of going to press this district had made no detailed report of its program. Officers, however have said that their funds this year would enable them to secure the best talent and to have the best program of the District's history of rich programs.



Items of Interest



Miss Grace M. Shepherd, formerly state superintendent of Idaho and one of the best rural school specialists in the Nation has been elected a member of the College faculty at Maryville. Miss Shepherd is distinct addition to the school forces of the State and will become a factor in the improvement of rural school conditions. Maryville and Missouri should compliment themselves on this acquisition.

Professor Burt Loomis, formerly of the Warrensburg faculty and recently president of Marvin College at Fredericktown has accepted a position in the educational faculty of the Northeast Missouri Teachers College. Professor Loomis is well and favorably known among the public school people of Missouri.

A WORD FROM PROFESSOR DAVIS

To the Teachers of Mathematics of Missouri:

We are confronted by the most hopeful outlook for the teaching of mathematics in

our secondary schools that we have seen for a number of years. The reason for this is the unity and co-operation among the teachers themselves, both for the purpose of improving subject matter and methods of teaching, and to raise the standards of scholarship and of technical preparation for teachers. This gratifying outlook has been made possible by the getting together of teachers in conventions and committees to exchange ideas and methods and to plan for further progress.

Probably the most important organization in recent years for the promotion of the teaching of mathematics in the country is THE NATIONAL COMMITTEE ON MATHEMATICAL REQUIREMENTS, under the auspices of the Mathematical Association of America. This committee is composed of distinguished educators and mathematicians from the high schools and the universities of the country. Due to the generous financial support of the General Education Board of New York City this committee has labored

for two years adjusting courses and methods in mathematics to present day ideals and conditions. In doing this they have secured the united co-operation of more than one hundred teachers' organizations throughout the country.

Realizing that the National Committee would cease to exist during the present year, and knowing that the great work that ought to be done could only be begun by that time, the teachers organized the NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS in the spring of 1920 at Cleveland, Ohio. The purpose of this organization, through its annual meetings, and through its journal, MATHEMATICS TEACHER, is, therefore, to further promote unity and co-operation among the teachers of mathematics in the nation, and to guarantee, without a break, the perpetuation of the plans and purposes of the National Committee.

It is evident that the success of the nationwide efforts of the Council depends, not only on the enthusiasm of the individual teacher, but also on the active support of sectional, state, and local organizations,—such, for example, as, The Central Association of Science and Mathematics Teachers, The Missouri

State Teachers Organization, and The Mathematics Club of Saint Louis and Vicinity. May we count on you as an individual for the important help you can give in making these organizations a success? Plan to come to the meeting in Saint Louis, November 2-5, 1921. You will be abundantly repaid in the excellent program which is arranged. You will not only give inspiration and help to others by your presence and participation, but you will gain something of personal value in your work.

Watch for the announcement of the program.

Looking forward with pleasure to meeting you in November, I am,

Yours sincerely,

Alfred Davis,
President of the Mathematics Section.

SICKNESS AMONG MISSOURI SCHOOL CHILDREN

Mr. Selwyn D. Collins, assistant statistician of the United States Public Health Service, and a former Missourian, has published the results of a study of sickness among 6,130

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M. S. T. A. Round Trip Tickets for the St. Louis Meeting

How to Use the Identification Certificate

The railroads have granted a round trip rate of one and one-half fare for the annual meeting of Missouri State Teachers' Association, which meets in St. Louis, Missouri, November 2-5, 1921.

The regulations are as follows:

1. The round trip ticket must be purchased outright from the local agent. It will be good only over the same route in both directions.
2. The purchaser must present to the local ticket agent an official identification certificate signed by the Secretary of the Missouri State Teachers' Association. **This Certificate may be obtained from your county or city Superintendent.**
3. One certificate is sufficient to include the dependent members of the family.
4. Tickets will be sold from October 29-November 4 (inclusive) and will be good until November 9.
5. Tickets (return tickets) must be validated at the St. Louis Railroad office on the day of departure and destination must be reached by midnight of November 9. **(You should present your ticket to St. Louis Agent at least 30 minutes before departure of train.)**
6. Members must have their identification certificates properly signed and filled in when the ticket is purchased. The certificate should be surrendered to the local agent on receipt of ticket.
7. See before hand that your ticket agent understands the plans and that he is provided with the roundtrip tickets for this meeting. In case he has not received the tariffs or the blank tickets he should wire for them immediately.

Members should report to the railroad authorities any agent who fails to provide them with roundtrip tickets at one and a half fare when the membership certificate has been presented with the request for the rate.

INSTRUCTIONS TO TICKET AGENTS

1. This certificate is not valid unless presented on one of the authorized selling dates as specified in the tariffs.
2. This certificate is not valid unless signed in ink in the presence of the ticket agent in the space provided below by the purchaser whose name appears on the face hereof.
2. Ticket agent must satisfy himself that the person who presents this certificate is entitled to the reduced fare under the conditions specified in the tariffs and herein.
4. Ticket agents will be governed by instructions shown in the tariffs.
5. Ticket agents will endorse hereon description of the ticket or tickets and attach this certificate to the report to the ticket auditor as authority.

Headquarters Will Be at the Statler Hotel

school children in Missouri, during the school year of 1919-1920.

The data was collected from thirteen localities in the state and the cards were carefully edited for errors, only those cards that had been properly filled out were used. The size and location of the cities varied sufficiently to make a fairly representative group.

Some of the facts that stand out in the report are:

Absence on account of sickness is greater in most cases with the girls than with the boys, the difference being so small as to be negligible. Absences from causes other than sickness is greater for boys than for girls; the younger group, up to ten years of age, lose a significantly larger amount of time from school on account of sickness than does the older group. Absence from causes other than sickness differ very little in these groups. The younger group have more absences in the first part of the year than in the last.

As to specific diseases causing absence it was found that common colds predominated. Measels was an important cause from February to May and scarlet fever was registered as the reason for many absences in the fall months. Seasonal variation was not prominent in the other cases.

For the year as a whole the children lost on account of sickness 5.6 per cent of the total number of days school was in session. Out of a total possible number of 669,214 days, 37,368 were lost by reason of sickness and 19,802 for other causes.

Hazing at Poplar Bluff seems to have rallied temporarily from the limbo of the past, when a group of freshmen injured one of their number by tossing him on the lawn in such a manner as to break some of his bones. The victim will not be able to return to school this year, according to reports, and the boys with the ill guided energy may face grand jury indictment.

The Parent-Teacher Association of Kennett has a plan by which it controls to some degree, at least, the social activities of the school. It has arranged for a series of parties to be held at the school houses. The first one was given in honor of the high school students on September 23.

The Biennial Survey of Education in the United States is a general survey of the educational statistics of the country by the government at Washington. According to this Survey the total of all pupils in the schools and colleges of the nation is 24,027,199. The cost of the schools is estimated at \$1,059,934,803, and the per capita cost is \$45.23. These schools employ 769,763 teachers and the "average child" gets the longest term of school at the age of twelve which is 101.1 days. It is computed that only one day in nineteen is spent in scholastic preparation. The rural child loses twice as much time as does the city child.

Dean Jesse H. Coursault, of the School of Education, University of Missouri, is the author of a book entitled "The Principles of Education" which is receiving much favorable criticism from the leading educators of the country. One of the recent reviews of the book was by Dr. Thomas Woody of the University of Pennsylvania, in the Educational Review. Dr. Woody compliments the author especially for "his courage in presenting a philosophical treatise to the present day educators," too many of whom are dominated by a reverence for scientific fact and have conceived a "disesteem for philosophy."

Superintendent Egbert Jennings, of Kennett, is planning to offer night courses to those who for one reason or another desire to pursue studies to better equip themselves for their work. In calling a meeting of those who desire to take advantage of this sort of work superintendent Jennings invited ex-service men especially. The extra expenses of such a course will be prorated among those taking it. Mr. Jennings thinks that this will be very light if any considerable number decides to take up the work.

Book Reviews

Teaching the New Geography, by Wallace W. Atwood and Helen Goss Thomas. This book is a manual for the teacher of the Frye-Atwood geographies. It is more than a manual for being written by one of the authors of the geographies it gives the teacher the real spirit of the Frye-Atwood Series. In it the plan of the books is discussed, regional geography fully explained, the problem method helpfully discussed, many type problems worked out in detail, other type problems suggested with lists of projects for the pupils, practical suggestions for the use of the maps and illustrations and answers to all the problems and review questions in the second book are given. Even a casual reading of the book convinces one of its value to the teacher of any geography and impresses one with the idea that the teacher of Frye-Atwood who is without it is missing the use of an important tool that would lighten her labor and at the same time increase her teaching efficiency. 203 pages. Price 80 cents. Published by Ginn & Company, Chicago.

A Hundred Ways to Raise Money by W. Otto Missner, Director, School of Music, Milwaukee State Normal School. This little book is filled with suggestions to the teacher who desires to add something to the school that the board may not have the money to purchase or that the community wants to put into the school as distinctly a community enterprise aside from the help of the district funds. One thing that impresses the reader of this book is that the plans suggested have a secondary effect often greater than the primary one. In addition to raising money the interest and enthusiasm of the school and of the people for the school is always enhanced and carried over into other activities. A letter from a Missouri County Superintendent, who was then a teacher in a small town school, tells in this book how she raised the money for a piano and concludes by saying, "The piano was soon paid for, cement walks were built, library books bought, playground equipment purchased and best of all a splendid interest was aroused in the town for a better school." No wonder that this teacher became a county superintendent. **The Book is Free for the asking.** Published by the Missner Piano Co., 228 Third Street, Milwaukee, Wis.

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Walter--Principles of Health Kontrol	1.40
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CONSTITUTION AND BY-LAWS OF THE MISSOURI STATE TEACHERS' ASSOCIATION

CONSTITUTION

Article I—Name

This Corporation shall be known as the Missouri State Teachers' Association.

Article II—Object

Its object shall be the formation of a closer organization of the teachers of Missouri with purpose to bring about greater unity of action, to advance the ideals and standards of the teaching profession, to secure the conditions necessary to the greatest efficiency of teachers and schools, and to promote the educational welfare of the State of Missouri.

Article III—Membership

Teachers actively engaged in educational work, including those in supervisory and administrative posi-

tions, may become active members of this Association upon the payment of annual or life membership dues. Any person interested in education may become an associate member, with full privileges, except the right to vote or hold office, on payment of annual dues. Life members at the time this section is adopted shall continue to be life members.

Article IV—Officers

The officers of this Association shall be a President, three Vice-Presidents, an Executive Committee, and a Secretary-Treasurer. The Executive Committee shall consist of the President and six other members, three men and three women. The officers of the Missouri State Teachers' Association at the time this constitution becomes effective shall serve until the Annual Meeting in 1920. Any active member of this Association shall be eligible to hold office or serve on any committee of this Association.

HUMAN GEOGRAPHY---Book One---Peoples and Countries HUMAN GEOGRAPHY---Book Two---Regions and Trade

A characteristic letter regarding this series has just been received from the Chairman of the Department of Geography, University of California, Los Angeles.

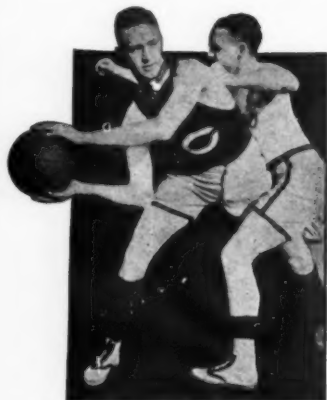
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Article V—Election of Officers

Section 1. All officers of this Association, except the Secretary-Treasurer, shall be elected at the Annual Meeting of the Assembly of Delegates by majority vote of all members present and voting.

Section 2. The President and Vice-Presidents shall be elected annually. Members of the Executive Committee shall serve for three years. At the meeting of the Assembly of Delegates in 1920, two members of the Executive Committee shall be elected to serve for three years, two for two years, and two for one year. Thereafter, two members of the Executive Committee shall be elected annually at the meeting of the Assembly of Delegates.

Section 3. The Executive Committee shall have power to fill all vacancies occurring after the Annual Meeting, but such appointees shall hold office only until the General Election at the Annual Meeting next following.

Section 4. The Secretary-Treasurer shall be elected by the Executive Committee for a term not to exceed three years, and may receive compensation at the discretion of the Executive Committee. He shall furnish bond for the safe care and keeping of the funds of the Association in a sum to be fixed by the Executive Committee, the premium for the same to be paid by the Association.

Section 5. No officer of this Association, except the Secretary-Treasurer, shall receive any compensation for services rendered.

Article VI—Duties of Officers

Section 1. The Officers of this Association shall perform such duties and make such reports as customarily pertain to their respective offices, and shall perform such other duties as may be required herein, or may be required by resolution of the Assembly of Delegates.

REQUIRED READING

McClure's History of Missouri

Seventh Grade—Second Quarter

McClure's HISTORY OF MISSOURI is also approved by the State Department of Education for use as the text in the Course in Citizenship recommended to be given in the First Year of High School.

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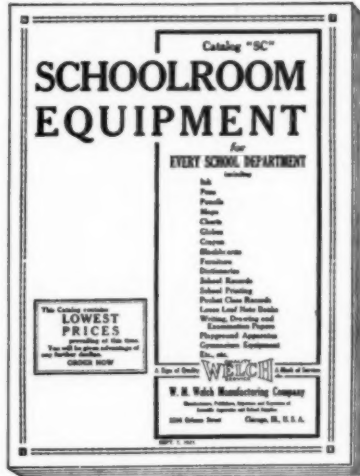
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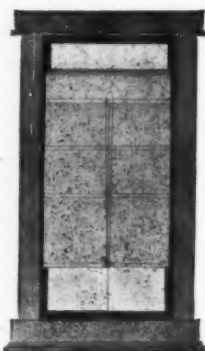
Section 2. It shall be the especial duty of the President, with the advice and assistance of the Executive Committee, to prepare the program for the Annual Meeting, and to submit a copy of the same to the Executive Committee in time for publication and distribution as required in Section 5 of this Article.

Section 3. Annual Meetings of the Executive Committee shall be held in Jefferson City during the third week of the month of June, and at the time and place of the Annual Meeting of this Association. Other meetings of the Executive Committee may be held at the call of the Chairman, due notice being given, and meetings shall be called by its Chairman upon written request of three of its members.

Section 4. The Executive Committee, subject to the provisions of the Constitution, shall have general charge of the work of the Association and shall have power to do all that may be necessary to fulfill the purposes of the Association, as herein set forth.

Section 5. The Executive Committee shall provide each member of the Association with a copy of the program at least one month before the Annual Meeting. It shall designate the amount to be expended for the Annual Meeting, but said amount shall in no case exceed one-fourth of the total receipts of the previous year. It shall have in charge the finances of the Association and the enrollment of members. It shall make all appropriations and authorize all expenditures and contracts. It shall have power to apportion the percentage of funds to go to the District Associations or Divisions, in accordance with the provisions of Article XI, Section 2.

Section 6. The Executive Committee shall make nec-



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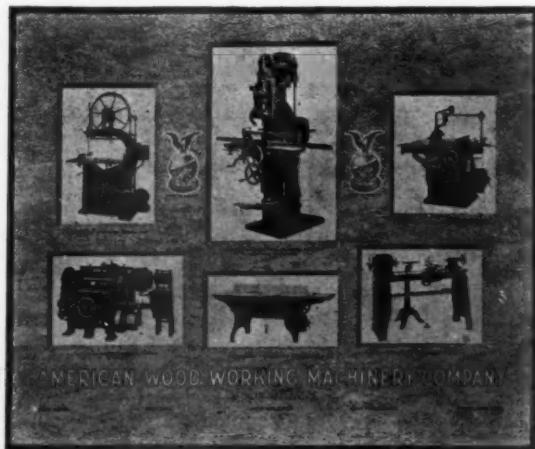
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essary arrangements for the establishment of an official organ of the Association to be published at least monthly, beginning not later than June, 1920.

Section 7. The Executive Committee shall constitute a permanent committee on Welfare of Teachers, and shall be authorized to appoint a special Committee on Legislation for each session of the State Legislature. The Executive Committee, at its first meeting after the adoption of this Constitution, and annually thereafter, shall appoint a special Committee on Sources of Larger Revenue, to be made up of three members, whose duty it shall be to investigate sources of larger revenues for educational purposes and to make recommendations to the Executive Committee at the earliest possible date, and at least once a year thereafter. The Executive Committee shall appoint in like manner a special Committee on Teachers' Salaries and Term of Office, to be made up of three members, whose duty it shall be

to investigate teachers' salaries and term of office in Missouri and make recommendations, including a scale of salaries, to the Executive Committee at the earliest possible date and at least once a year thereafter. The Executive Committee shall take such immediate action as seems advisable and shall report thereon to the Annual Meeting of the Assembly of Delegates. The Executive Committee shall appoint, in like manner, a Committee on Professional Standards and Ethics to consist of three members whose duty it shall be to make recommendations thereon to the Executive Committee and to the Assembly of Delegates. The reports of these several committees shall be presented in full by the Executive Committee to the Assembly of Delegates. It shall be the duty of the Executive Committee to set aside for these Committees sufficient funds to defray traveling expenses to necessary meetings and to insure careful investigation and authoritative reports.



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Section 8. The Executive Committee shall keep a permanent record of all its proceedings and shall present to the Assembly of Delegates a report of its actions and recommendations.

Section 9. The Executive Committee shall receive actual traveling expenses, including railroad fare and hotel bills, while attending their necessary meetings.

Article VII—Assembly of Delegates

Section 1. The Assembly of Delegates shall be the legislative body of this Association. It shall have the power to transact all business of the Association at the Annual Meeting, to enact legislation relative to the Association, and to make general regulations governing the work of the Executive Committee and of the Community Associations. It shall meet annually, holding its first session on the first day of the Annual Meeting at an hour and place to be designated in the program.

Section 2. Each Community Association, as defined in Article VIII, Section 1, shall be entitled to one delegate for the first twenty-five members and to one additional delegate for each additional twenty-five members or major fraction thereof. In the election of delegates from any Community Association having more than one delegate at least half of such delegates shall be classroom teachers. The first delegate elected from each Community Association, each year, shall be a classroom teacher; provided that in cities in which separate Community Associations are formed by the grade teachers, the high school teachers, and the administrative officers, this provision shall not apply; and provided further that any Community Association may, by express vote, at the meeting called for the selection of delegates, waive the provision requiring the selection of a classroom teacher as the first delegate.

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Section 3. "Delegates of the Community Teachers' Association shall be elected at any meeting of the Community Teachers' Association held between August 1 and November 1."

Section 4. Delegates shall not be entitled to seats in the permanent organization of the Assembly of Delegates until credentials in the form of a Certificate of Election shall have been approved by a Committee on Credentials, selected by the Executive Committee. This Certificate of Election shall set forth the names of at least a quorum of members present at the Community Association meeting, and shall be signed and attested by its Chairman and Secretary. An appeal from the decision of the Committee on Credentials may be taken to the Assembly of Delegates, but in case of such appeal, the roll having the right to decide the appeal shall be the roll of uncontested delegates.

Section 5. The Chairman of the Executive Committee shall call the Annual Meeting of the Assembly to order. The first order of business after the report and adoption of the Committee on Credentials, shall be the election of a permanent chairman. The Secretary-Treasurer of this Association shall be the Secretary of the Assembly of Delegates, but in his absence the Assembly shall choose a temporary secretary.

Section 6. The Assembly of Delegates shall appoint a Committee on Necrology and a Committee on Resolutions in such manner that they shall be continuous bodies. Present members of these committees shall serve until the expiration of the terms for which they were appointed. No resolutions requiring expenditure of money shall be reported which shall not contain the clause "provided the unappropriated funds in the Treasury of the Association will justify such expenditure."

Section 7. One hundred and fifty members of the Assembly of Delegates shall constitute a quorum for the transaction of business.

Section 8. In all voting in the Assembly of Delegates each accredited delegate shall be entitled to one vote, but for the purpose of facilitating the roll call, the announcement of the vote shall be made by counties, except for St. Louis, Kansas City, and St. Joseph, which shall be made by cities. The delegates from any Community Association present at the Assembly of Delegates shall cast the entire vote to which that Community Association is entitled in the Assembly.

Article VIII—Local Organization

Section 1. Any group of teachers, qualified as active members of this Association, to the number of twenty-five or more, may form a local organization to be an integral part of this Association and to be known by the name *Community Teachers' Association*: Provided, That teachers in affiliating with a Community Association shall not go outside the county in which they teach. Nor shall any person belong to more than one Community Association. Any group of teachers organizing a Community Association in accordance with the provisions of this section shall notify the Secretary-Treasurer of this Association. Such notification shall be accompanied by a list of names of the teachers forming the Community Association, by the names of the officers of the Community Association, and by the dues to the State Association for said teachers for one year, unless said dues have already been paid for the current fiscal year. If the Executive Committee, acting through the Secretary-Treasurer, finds that the names are those of *bona fide* active members, and that in its organization the proposed Community Association has complied with the provisions of this Constitution, it

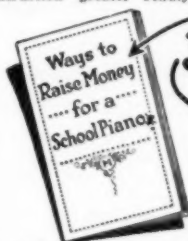
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shall be recognized as an integral part of the State Association.

"The officers of the Community Teachers' Association shall be a chairman, vice-chairman, and secretary-treasurer who shall be elected annually between August 1 and November 1. They shall hold office to August 1 and until their successors are elected."

Section 3. The officers of the Community Association shall perform the duties which customarily pertain to their respective offices. In addition, it shall be the duty of the Chairman, or, in his absence, of the Vice Chairman, immediately upon notice from the Executive Committee of this Association, to call together the members of the Community Association within the number of days stipulated by the the Executive Committee to receive any communication from the Executive Committee or to take a vote upon any proposition which the Executive Committee thinks advisable to place before the Community Association. The result of the meeting shall be reported within one day by the Secretary of the Community Association to the Secretary of the State Teachers' Association. The Secretary-Treasurer of the Community Association shall account to the Community Association for all funds to him, submitting an itemized account at least twice a year. He shall furnish, also, at any time, any records or statements requested by the Executive Committee of this Association. In case any officer of a Community Association fails to perform his duty in accordance with the provisions of this section, his office may be declared vacant by the Executive Committee, and it shall be the duty of the Community Association at the next meeting to fill vacancies so created.

Section 4. Twenty-five members of a Community Association shall constitute a quorum to do business, pro-

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vided that in any such Association with less than fifty and more than thirty members, fifteen shall constitute a quorum, and that in any such Association with thirty members or less, ten shall constitute a quorum.

Article IX—Annual Meetings

Meetings of this Association shall be held annually at such date and place as may be determined by a majority vote of the Assembly of Delegates. However, in the event of the inability of the Executive Committee to make satisfactory arrangements for the accommodation and comfort of the members at any time or place selected, said Executive Committee shall have full power to change time and place of the Annual Meeting.

Article X—Program for Annual Meetings

The Executive Committee, through the President of the Association, shall have charge of arranging the general program and supervision of arranging the department programs for the Annual Meetings.

Article XI—Dues

Section 1. The Annual Membership Dues of this Association shall be two dollars (\$2.00) and shall include subscription for the year to the official publication of this Association. Life membership dues shall be twenty dollars (\$20.00) and shall include life subscription to the official publication. The receipts from life memberships shall be invested by the Executive Committee and the interest only shall be used. Life memberships existing at the time of the adoption of this section shall not include subscription to the official organ of this Association, except that by payment of ten dollars (\$10.00) additional such membership shall include life subscription to such official publication.

Section 2. Membership dues shall be paid to the Secretary-Treasurer of the Community Associations, or to the Secretary-Treasurer of the State Association. The Community Associations shall retain for their own

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purpose 10 per cent of all dues paid by their memberships, the remainder being paid over to the Secretary-Treasurer of the State Association. The District Associations or Divisions now receiving funds from the State Association shall receive from the State Association 25 per cent of all dues paid by the memberships in their districts. These districts are the Northeast Missouri Teachers' College District, the Central Missouri Teachers College District, the Southeast Missouri Teachers College District, the Southwest Missouri Teachers College District, the Northwest Missouri Teachers College District, the City of St. Louis, Kansas City, and the City of St. Joseph. The remaining 65 per cent shall be held by the Secretary-Treasurer of the State Association for the purpose of this Association.

Section 3. The fiscal year of this Association shall begin June 16 and end the following June 15.

Section 4. No persons except active members whose dues are paid shall be entitled to vote, to be represented in the Assembly of Delegates, or to hold office in this Association or in any Community Association.

Article XII—Initiative and Referendum

Section 1. During the interim between the Annual Meetings of the Assembly of Delegates the Executive Committee may by a majority vote refer or propose any measure to the Community Associations for decision: Provided, That no measure previously passed by the Assembly of Delegates shall be referred to the Community Associations except upon a two-thirds vote of the Executive Committee.

Section 2. The Community Association may initiate legislation as follows: Whenever, by a majority vote of all members belonging to each Community Association, fifty Community Associations shall request that any measure be proposed to the Community Associations

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St. Louis, Mo.

of the State for passage, or that any measure previously passed by the Assembly of Delegates shall be referred to the Community Associations for amendment or repeal, it shall be the duty of the Secretary-Treasurer of the State Association, within ten days after such action has been made officially known to him, to give notice to the Chairmen of all Community Associations to call special meetings within ten days to vote upon the measure thus initiated.

Section 3. In any case in which a measure is proposed or referred to the Community Associations, either by the Executive Committee or by initiation of the Community Associations, as provided in Sections 1 and 2 of this Article, a majority vote of all the members of this Association voting in the Community Associations on such measure shall be sufficient to pass the measure, and shall be binding upon all Community Associations of the State and upon the officers of this Association. Such legislation shall have the same authority as a measure passed by the Assembly of Delegates. It may repeal any previous act of the Assembly of Delegates, and may in turn be repealed by any subsequent action of the Assembly of Delegates or by a later vote of the Community Associations as provided in this article.

Section 4. The Executive Committee shall make proper provisions for the canvassing of the vote upon any measure referred to or initiated by the Community Associations.

Article XIII—Official Proceedings and Publications
The proceedings of the Annual Meetings shall be published in the official publication of the Association.

Article XIV—The State Reading Circles

Section 1. The State Reading Circles shall be encouraged in every possible way by the Association.

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Their financial management shall be under the control of the Executive Committee of this Association, and the Secretary-Treasurer of the Association shall conduct the routine business of the State Reading Circles under direction of the Executive Committee.

Section 2. The Reading Circle Board shall consist of five members, as follows: The President of this Association, the State Superintendent of Public Schools, and three members appointed by the Executive Committee, one each year for a term of three years. The present members shall hold until the expiration of the term for which they were appointed.

Section 3. There shall be held annually one joint meeting of the Executive Committee and the Reading Circle Board, the time and place to be designated by the President of the Association. The Reading Circle Board shall select such publications and arrange such course of study as in their judgment may lead to the

better professional equipment of the teachers of the State and to the strengthening of habits of profitable reading among the pupils of the State. The Board shall make a report of all its proceedings to the Executive Committee and this report, together with a statement of the receipts and expenditures of the Reading Circle business, shall be laid before the Assembly of Delegates at the Annual Meeting by the Executive Committee and shall be published with the proceedings of the meeting.

Article XV—Amendments

This Constitution may be altered or amended at any regular meeting of the Assembly of Delegates by a majority vote of the delegates present and voting; but any proposed change must be submitted in writing to the Secretary-Treasurer of this Association at least sixty days before the Annual Meeting; must be brought before the Community Associations for consideration by

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publication in the official organ of this Association; must be published in the Annual program, and must be read before the Assembly of Delegates at least twenty-four hours before it is acted upon.

This Constitution may also be amended by the Initiative and Referendum, as described in Article 12, Section 2, provided that the proposed amendment be submitted to the Secretary at least sixty (60) days before it is voted on, and be published in the official organ of the association, thirty (30) days before being voted on.

Article XVI

This Constitution shall take effect at the close of the 1919 meeting.

BY-LAWS

Law I—Rules of Order

The proceedings of this Association shall be governed by "Robert's Rules of Order."

Law II—Nomination of Officers and Selection of Time Place

The nomination of officers in the Assembly of Delegates and the recommendation of the time and place of the next Annual Meeting shall be made each year by committees selected by the Assembly of Delegates in accordance with provisions to be adopted by it. Until such provisions are adopted, these committees shall each consist of one member from each Congressional District, said members to be chosen by the members of the Assembly of Delegates at the first session after the report of the Committee on Credentials, the members from each Congressional District organizing separately for this purpose. When from any cause a committee-man is not elected from any Congressional District, the Chairman of the Assembly of Delegates shall appoint a member to represent that district. These committees

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- 9 Assyria, about 650 B. C., Babylon and Media, 606 B. C.
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- 11 Ancient Greece after the Dorian Migrations, 1000 B. C.
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- 17 The Athenian Empire, 450 B. C.
- 18 The Peloponnesian War, 431-404 B. C.
- 19 The Rise of Macedonia, Reign of Philip II.
- 20 The Empire of Alexander, 323 B. C.
- 21 The Divisions of the Empire of Alexander, 301 B. C.
- 22 The Aetolian and Achaean Leagues, 229 B. C.
- 24 General Reference Map of Italy.
- 25 The Conquest of Italy, 510-264 B. C.
- 26 Rome and Carthage, before the Punic Wars, 264 B. C.
- 27 Rome and Carthage, the Punic Wars, 264-201 B. C.
- 28 Wars with Macedonia and Syria, 201-146 B. C.
- 29 The Roman World, 133 B. C.
- 30 Ancient Italy, 264-44 B. C.
- 31 The Roman World, 64 B. C.
- 32 Caesar's Conquest of Gaul, 58-50 B. C.
- 33 The Roman World, 44 B. C.
- 34 The Roman World, Reign of Tiberius, 14-37 A. D.
- 35 The Roman World, 117 A. D.
- 36 The Roman World, 337 A. D.
- 37 The Roman World, 376 A. D.
- 38 The Roman World, 476 A. D.
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shall report at such time as they are directed by the Assembly.

Law XI—Legislation on Teachers' Salaries

It shall be the duty of the Executive Committee to use every effort to secure more adequate salaries for teachers. It shall hold a meeting within two weeks after the adoption of this Constitution to consider this matter. In conjunction with the Legislative Committee it shall actively seek the co-operation of other organizations in the State capable of rendering assistance. The Assembly of Delegates at the Annual Meeting in 1920, after a permanent organization has been effected and committees have been appointed, shall make the first order of business the full consideration of measures necessary to be taken in order to secure recognition of the just dues of teachers in connection with salaries.

Law IV—Papers

Each paper read before the Association or any department thereof shall be furnished the Secretary for filing, or for publication, if demanded by the Executive Committee.

Law V—Departments

The Association consists of the following departments:

1. Department of Universities, Colleges, Teachers Colleges, and Junior Colleges.
2. Department of School Administration.
3. Department of Secondary Schools.
4. Department of Elementary Schools.
5. Department of History and Government.
6. Department of Science.
7. Department of Mathematics.
8. Department of Music.
9. Department of Applied Arts and Science.
10. Department of Classics.

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11. Department of Educational Council.
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15. Department of Household Arts and Sciences.
17. Department of Kindergarten-Primary.
18. Department of Commercial Training.
19. Department of Parent-Teacher Association.
20. Department of Reading and Public Speaking.
21. Department of Geography.
22. Department of Folk-Lore Society.
23. Department of Agriculture.
24. Department of Modern Languages.
25. Department of Physical Training.

Any of the above-named departments may be discontinued or merged with other departments and other departments may be added at the discretion of the Executive Committee.

Each department shall select its own officers, make its own program, and report its proceedings to the Secretary of this Association within five days after adjournment of the Annual Meeting.

Law VI—Amending the By-Laws

These By-Laws may be altered or amended at any regular meeting of the Assembly of Delegates, by a majority vote; but any proposed changes must be submitted in writing at the first session of the Assembly of Delegates and must be read before the Assembly of Delegates at least twenty-four hours before it is acted upon.

At the time of such preliminary reading the time when the proposed amendment will be submitted to vote must be stated.

NOTE—This Constitution was adopted at St. Louis, Nov. 8, 1919.



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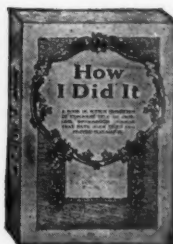


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A Fact Page

Chicago, Oct. 1, 1921

TO DOMESTIC SCIENCE TEACHERS:

Have you noticed how next to impossible it is to get "Jennie" and "Mary" to remember the simple things that need to be done just so? They'd rather guess "as mother does." For instance there's the important matter of measuring.

The three terms used in measuring baking powder are level, rounding and heaping teaspoons.



LEVEL



ROUNDING



HEAPING

A level teaspoon is the bowl of the teaspoon filled to the level of the edges of the spoon. (To be used with 1 cup flour.) A rounding teaspoon is equal to two level teaspoons (with two cups of flour). A heaping teaspoon is equal to two rounding teaspoons, or four level teaspoons (with 4 cups flour).

It is now generally accepted in all good recipes tested and given by competent baking teachers, that sifted flour is always meant and should always be used in following the recipes. It is important to follow this rule. Always use sifted flour when measuring, because sifted flour usually makes about one-fifth more bulk than unsifted flour.

Whenever the term cup is used a half pint is meant. Two cups therefore equal one pint and four cups one quart. Every housewife ought to have a cup measuring exactly half a pint for cooking purposes.

Milk, sour milk, butter-milk, water or any fluid when added to any combination containing baking powder should always be cool or cold, never warm or hot, as heat expands and releases the gases in the baking powder too rapidly.

Keep baking powder in a dry place; never put a wet spoon in it. Always mix baking powder and flour in a dry state, and always sift flour and meal before measuring.

In following all recipes the student will learn that some flours absorb more water than others, and the amount of flour will have to be varied to suit the case. Different bakings will vary as to time and heat required, and should therefore be examined occasionally. To ascertain whether the bread is sufficiently done in the center of the loaf or cake, thrust a clean straw or splinter into it. If done, there will be no dough on it when drawn out. When about to cut new bread or cake heat the knife very hot; this will prevent crumbling.

In baking cakes, be careful not to have the oven too hot, or they will scorch, especially if the ingredients are rich. Rich cakes take far longer to bake than plain ones. In baking loaf cake, remember to place a piece of greased paper over the top for protection.

These measuring and baking suggestions are simple and will always secure vastly better results than "guessing." And the "measuring habit" is easily formed.

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Twenty years from now can some person say that he is deeply indebted to you for persuading him to get an education?

Or will he say that, while his mind was plastic and open to suggestions, not once did you tell him of the advantages of a college education?

Look back into your past and see how great an influence your teachers exerted on you. Try to realize that your influence now is as great as theirs was then. Make a special effort to feel the great responsibility that is yours.

A word from you now may arouse the spirit of a future genius. Neglect on your part may cause a student who has caught a glimpse of a successful future to settle down to a life of mediocrity.

As a teacher it is not only your privilege to guide your students to a certain degree in the choice of their professions, but it is your obligation to see, as well as you may, that they choose wisely.

For most students just leaving high school the choice should be to enter a college or university. Are you prepared to help them select a place to go? If not, write for a catalog of the University of Missouri so you can explain to your students the kinds of training they can get at this great institution of learning. The University of Missouri will gladly answer all requests for information.

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